

School as Education Indicator

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ABSTRACT

School is an organized and specialized educational institutions, basic activity of which is teaching, joint work of students and teaching personnel, the purpose of which is for the student by means, forms and methods of instruction, guided by the teacher to acquire knowledge, skills and habits of certain relevant curricula and to develop their personality in all aspects. School presents relevant institution and at the same time the complex which in itself includes training and teaching younger generations as two basic components for their education. The school is important for the further development of man, society and culture because there is regulated, systematized and transferred the experiences of humanity. From this we can conclude that the school is an educational institution with purpose, in which planning under the guidance of the teacher has reached acquisition of knowledge, habits and skills are formed, developed psycho- physical skills. School remains the most significant institution that provides education and training for the younger generation, at the same time prepares them for the future and, therefore, we say that is an important institution because it holds in it the most vital part of society, the school is the one which must enable and prepare the younger generation for further life. The permanent task of the school is that the students expand their interest according to their psychophysical abilities, especially those who have a fondness for art, or for creative work.

Keywords: *school, education, education, development of the individual.*

EDUCATION THROUGH TIME

The phenomenon of education is an inseparable attribute of man and human society, where human society fundamentally differs from the animal world, this is a general category of permanent and essential human society. Education in "primitive" society or initial community was not differential social activity, but was closely tied to human life, anyhow had a practical character. At first regarded as "natural education" which factors was: work, nature, play, music, rituals, and later the family.

Towards the end of the tribal community, from practical education began to differentiate intellectual education. According to this was created a layer of separate people that were bearers and monopolization of religion, the knowledge, and education, clearly outspoken were introduced the first teachers. They were priests, wise men, and fortune-teller, they through word of hearsay, frequent repetition, exercises and through positive examples use to educate descendants in the spirit of religious laws, moral and social life of the tribe, they always narrate about the heroes of the tribe and various events. Meanwhile, slave society is the period in which began to appear the first forms of organization and social activity, at this time were presented the first forms of education and of the proper pedagogic thought (Nuredini Vaxhid, 1999).

The main purpose of upbringing and education in the Middle Ages was the formation of a religious man (cleric), so the youth education and other social strata were under the influence of the church, as it opened their own schools.

So this medieval period in educating is considered as intellectual "dark periods" because the church was fighting free thought and science. Educational plan in the Middle Ages was the same by tradition Greco - Roman, three literary science, grammar, rhetoric and dialectic; and four mathematical sciences: geometry, arithmetic, astronomy, and music. This curriculum linear (successive) with contents ecclesiastical, according to which pupils adopts consecutive subjects one after the other. This plan has existed until the XVIII century. One of the things worth mentioning in this period is the way they looked or considered a child if he is prone to do and to bring bad (said to have been born sinful), and, therefore, medieval education identified with a harsh discipline and a system of prohibition and penalties. It ran counters to the nature of the child and his vital needs. Despite

humanists ecclesial doctrine in Europe they brought changes in education as well as in the pedagogical thought. Humanists have great confidence in humans, his cognitive skills, but admitted the necessity for developing physical - healthy children, attitude and human behavior as opposed to others, and respect the personality and talents of their (Krasniqi Islam, 2005).

Pedagogues of this period brought innovation in learning content, methods, and organization of learning while teaching plan eleven cases (grammar, literature, history, rhetoric, dialectic, arithmetic, geometry, geography, astronomy, mechanics, and music). Here it is worth mentioning the opinion of Plato, who says, upbringing and education are key to creation a better society. "Humanist pedagogues also propound the demand for active learning methods of the conscious activity of the students, for their independent judgment. Most of these pedagogues determined for individual learning to consider upbringing - education needs of children, contributed to organizing the frontal teaching work with classroom and hours. Meanwhile, it highlights out the idea of permanent education, the education of women, etc. It is worth mentioning that in this period was presented school, where learning Latin language dominated (the language of Cicero), which around the middle of the XVI century began to be called Gymnasium. In the XIX century also the shows up real Gymnasium, a gymnasium shall be made a fundamental school in secondary education in Europe.

Socio-economic development, including the development of science, technical and technology brought qualitative changes in education and pedagogical thought in the XVII - XVIII century. At this time they lived and worked the most prominent figures of the school and pedagogy as Comenius, Locke, Rousseau, etc.

Training facilities and educational and pedagogical reforms were almost all its essentials, ranging from the educational system to the methodologies of specific subjects. It is formed the structure of modern educational systems, including primary, secondary and tertiary (University). Comenius formulated a contemporary conception of primary education, where there is overall education, mandatory for all children and is organized in their mother tongue. But he didn't stop theoretical and practical efforts into forming and raising the quality of teaching, including the subjective and objective factors (Kraja Musa, 2005).

Therefore, schools must always be current, contemporary to be on the cutting edge, this can be realized by applying modern technology in the teaching process, in affirmation of individual work in a way to advance the role of form and techniques of contemporary learning. Intensifying the educational process imposes the need of application of methods, forms, models, tools and scientific proceedings, through which is required by the science of pedagogy and pedagogues, development, forming and training for new generations, which will be capable and ready to take their share of responsibility (Murati Xheladin, 1998).

STRUCTURAL ELEMENTS OF SCHOOL

The school is a system created by society for the interests in society itself. Elements of this system are students, teachers, school managers, administrative workers, consultancy services (psychologist, professor, doctor, social workers, librarians, etc.), aid workers, guards, etc. Indirectly as part of the school system, it is the system of school community consisting of various congregations and their relationships between each other and according to the school system. Communities of the system are:

- Community of parents
- The student community
- Community institutions and various educational associations
- Cultural communities
- Scientific communities
- Health communities. (Kraja Musa, 2005).

The school is the educational institution whose activity is:

- Development of personality, talent and full potential of physical and mental abilities of students through learning activities, extracurricular and other activities
- The development of intellectual, emotional relaxation and creation of practical skills through humanist training, scientific, technical and aesthetic
- Acquisition of Scientific and artistic knowledge with national and global character
- Teaching intellectual assets through lifelong learning
- The cultivation of respect for human rights and fundamental freedoms, a sense of dignity and tolerance and free exchange of opinions

- The development of students and respect for the environment
- Research aimed at promoting educational and upbringing work
- The provision of educational services for other users (Murati Xh, 1998).

Schools should consist of the human character of education, the participation of all members in the work of the school (teachers, students, parents), sincerity in work, transparency in work and, of course, there must be a decentralization in school work.

Schools as an educational public institution, should with the commitment of all its members, which guide or use it as of right of theirs, also behave fairly and appears most satisfactory culture adapting values of the respective society. Also, participants of the activity in the educational process (school leadership, teachers, students) should commitment unmatched to achieve jointly abide by the rules or codes of school, for example, collective uniforms, vocational training in order to keep away students from negative phenomena, such as: narcotics, alcohol and prostitution as well as their prevention, cultural and sports activities, different quizzes in order to motivate students to knowledge, providing internet and library for students to create awareness and reading habit (group of Authors, 2003).

CONCLUSION

First of all school is an institution that teaches relevant life goals and norms within the social context. The school aims to educate children with positive values and principles which we recognize as pleasant and which are the foundation of social morality. Schools, above all, as a crucial and primary objective, is to create a sense of initiative and affiliation, as well as own sense of tomorrow's leaders.

The rapid development of today's society and the heady growth rates of distribution of infinite information made the changes in the teaching process. The school has become a dynamic institution which is changing many of its parameters from the past.

Modern requirements stress the need for a change in the process of learning for which is necessary to have changes in the atmosphere, in classes in which the interaction of children should have a leading role by propulsion the critical and independent learning; Individual work and with a partner; teaching through problem solving; brainstorming and group discussions; independent research, the ability to use more sources of knowledge, making the essay, visual presentation graphic symbols. Use of alternative approaches, use of technology information systems, etc.

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